



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3: January 1, 2019 - June 30, 2020

Grant period from

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

NA

Applicant Information

Organization	Medina ISD	CDN	010901	Vendor ID		ESC	20	DUNS	
Address	P.O. Box 1470	City	Medina	ZIP	78055	Phone	830-589-2855		
Primary Contact	Kevin Newsom	Email	kevin.newsom@medinaisd.org			Phone	830-589-2855		
Secondary Contact	Sarah McCrae	Email	sarahm@medinaisd.org			Phone	830-589-2851		

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Kevin Newsom Title Superintendent

Email kevin.newsom@medinaisd.org Phone 830-589-2855

Signature  Date 11/6/18

Grant Writer Name Sarah McCrae Signature  Date 11/6/18

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

Application stamp-in date and time

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Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Medina ISD needs to increase the number of effective teachers needed for open secondary positions in science, math, and social studies	Medina ISD will increase the enrollment of students in the Education endorsement, focusing on secondary teaching careers at the high school and establish a method guaranteeing future employment at Medina ISD upon completion of post-secondary studies.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

District and campus administration will work with staff to encourage interest in the education field and increase the enrollment of students in the Education endorsement by 25% and offer opportunities for high school students in order to produce highly effective teachers at the secondary level.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Medina ISD will determine the number of students interested in pursuing a career in education using an interest inventory at the middle school (grades 6-8) level. In addition, enrollment numbers in the education endorsement will be evaluated for students in grades 9 and 10. Medina ISD will hold a career day to introduce students to the education field.

Measurable Progress (Goal)**Second-Quarter Benchmark**

Medina ISD will evaluate the number of students receiving credit in education courses. Students will be assigned to an advisor and will receive progress reports on assigned lessons and performance within the classroom.

Third-Quarter Benchmark

Medina ISD will increase the number of students participating at the State and National Convention for TAFE (Texas Association of Future Educators) and FCCLA (Family, Career and Community Leaders of America). Medina ISD will also increase the number of educational student activities offered at the local library which will be led by students enrolled in the education endorsement.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Medina ISD will evaluate each benchmark, denoting growth of each program and will use community outreach and social media to reach goals. Presentations at local events and enrollment in Cross-Age Tutoring course will help grow interest in the program. Each student interested in pursuing the Education endorsement will receive a detailed agreement of the requirements of the pathway. Students must do the following: show interest through the interest inventory or verbally express an interest to become an educator, be recommended by a current teacher in the discipline the student is wishing to pursue, have a 90% attendance rate at school, have an acceptable GPA in the field the student is wishing to pursue, participate in competition events and summer activities, and have parent/guardian signature on the participation form. All students will be assigned an advisor/mentor teacher, and the advisor/mentor teacher will help students remain on track for the duration of their high school career.

Every quarter, a panel of community members and staff at Medina ISD will review the data and information gathered on the program and its participants. Community input will be utilized to modify or build and maintain the program. Students who are struggling in the program and who are not meeting requirements will be required to work with their advisor/mentor teacher during tutorials, focusing on any deficiencies. Weekly progress reports will be reviewed by the committee and school administration.

2. Assurance of Compliance with State and Federal Requirements

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- ☒ Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Stationary Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

The tenured teacher who is currently teaching Education and Training courses at Medina ISD is a graduate of Medina ISD and is in her 12th year at Medina. The educator lives in the district and is very active in the community and school activities, including sponsoring the Varsity and Junior Varsity cheer squads and FCCLA. She mirrors her class demographics, which are predominately white. The educator has many students wanting to enroll in her courses, and students are aware of the strenuous requirements of her classes. The educator has a strong record of competition with her students. In 2014, she took 3 students to Regionals for FCCLA, and two went on to State, receiving 4th and 6th place. In 2015, six students placed at Regionals, and one qualified for State and ultimately won 1st place at State and a Gold at the National competition. In 2016, eleven students went to Regionals and four advanced to State. One student advanced to Nationals, winning a Gold medal. In 2017, seven students went to Regionals, and two students advanced to State. One student won a Silver medal at Nationals. Last year, fifteen students went to Regionals and two students won Gold at State, and one won Bronze.

The Education and Training program has 15 students enrolled in various courses for the Education and Training endorsement, and the students are long time residents of the community. One current student competed at Regionals for the last two years in Focus on Children, an FCCLA STAR event, and another student competed last year in the same event. Students in the Education and Training endorsement track are required to tutor Medina ISD elementary students in a variety of subjects. This is the first year Medina ISD has been a member of TAFE (Texas Association of Future Educators), and Medina ISD was represented by two students who recently competed at the Regional TAFE conference.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit		X \$11,000 =	
Number of teachers who are teaching Education and Training courses, but not for dual credit	1	X \$5,500 =	5,500
Number of high schools with existing Education and Training courses in 2018-2019	1	X \$6,000 =	6,000
Number of high schools without existing Education and Training courses in 2018-2019		X \$9,000 =	
Total Request for Pathway 1			11,500

PATHWAY TWO☐ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only		X \$5,500 =	
Number of candidates pursuing both a bachelor's degree and a teacher certification		X \$11,000 =	
Request for Pathway 2			
Request for Pathway 1			
Total Combined Request for Pathways 1 & 2			

PATHWAY THREE☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Stipend for Education and Training Teacher	5,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

Competition fees and travel for TAFE and FCCLA	3,000
Supplies	1,500
Travel for TEA-led Teacher Institute	2,000

OTHER OPERATING COSTS (6400)

Total Direct Costs 11,500

Should match amount of Total Request from page 8 of this application

Indirect Costs**TOTAL AMOUNT REQUESTED**

11,500

Total Direct Costs plus Indirect Costs

**Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment**

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

1

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Medina ISD has one teacher that will be receiving the stipend and will insure that students are participating at competition and fulfilling the requirements of the pathway. Medina ISD requires students to take an interest inventory during their middle school years to determine which endorsement to follow. Students who show an interest in education or who verbally express interest to the counselor or another teacher are enrolled in the Education and Training endorsement. Students who wish to become teachers must adhere to the following requirements throughout their high school career: show interest through the interest inventory or verbally express an interest, be recommended by a current teacher in the discipline the student is wishing to pursue, have a 90% attendance rate at school, have an acceptable GPA in the field the student is wishing to pursue, participate in competition events and summer activities, and have parent/guardian signature on the participation form. All students will be assigned an advisor, and the advisor will help students remain on track for the duration of their high school career. Students are required to take the following courses: Principles of Education and Training, Human Growth and Development, Instructional Practices, and Practicum in Education. Principles of Education and Training and Human Growth and Development are courses that are 48 minutes in length daily. The Instructional Practices and Practicum of Education courses are held daily and are double-blocked, which allow the future educators to work with students and their advisor in a field they will pursue, including writing lesson plans, planning daily activities and tutoring students.

The teacher that will be teaching the program is a graduate of Medina ISD and has been teaching at Medina for the last 12 years. She is very active in the community and has taken students to competitions at FCCLA for the last 5 years. The teacher and her students have earned Regional, State and National accolades. This year, she took her first team to TAFE Regionals. The goal for next year is to have 3 or more teams.

Students in the education pathway are encouraged to recruit other students who are interested in pursuing the career. Medina ISD encourages future educators to enroll in dual credit courses to aid in completion of post-secondary education. In addition to holding Career Days, Medina ISD places students in the Cross-Age Tutoring course to determine if there is an interest in the field.

Teachers assigned as advisors are selected by their field, years of experience, dedication to the career, adherence and compliance to rules and ethics of the career, and performance on evaluations.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Medina ISD and its staff promotes the Education and Training pathway by holding a Career Day, enrolling students in the Cross-Age Tutoring course, which shows the students how to help others learn, and helping current students with lesson planning, presentation, and preparation events. Female students in grades 6-8 also attend an "Expanding Your Horizons" conference, focusing on STEM courses and the opportunities that can accompany that field. Recruitment for the Education and Training program is by its current members and Medina ISD educators. Being a small, rural community, students are well aware of the difficulty finding teachers, if the need arises, and they are interested in coming back to Medina to a promising career. Most staff and the student population hold deep roots in the community, and offering the opportunity to return and teach is rewarding for many recruits.

Students who are interested in the field are required to have the following: show interest through the interest inventory or verbally express a desire to be an educator, be recommended by a current teacher in the discipline the student is wishing to pursue, have a 90% attendance rate at school, have an acceptable GPA in the field the student is wishing to pursue, participate in competition events and summer activities, and have parent/guardian signature on the participation form. All students will be assigned an advisor, and the advisor will help students remain on track for the duration of their high school career.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

NA